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ABSTRACT

The Pacific Region Junior Science and Humanities Symposium has operated for 14 years as a region of the National Junior Science and Humanities Symposium. In response to the trend among professional science and science education societies to include both formal research report presentations and informal poster presentations, the Pacific Region Junior Science and Humanities Symposium has included poster sessions as part of its annual gathering for the past eight years. This paper attempts to describe the method used to program, manage, and judge these poster sessions while at the same time accommodating all of the symposium-related relevant variables. The description also includes information focused upon the evaluation of papers presented in these sessions. (JRH)

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ED 390 640

# PROGRAMMING, MANAGING, AND JUDGING SCIENCE SYMPOSIUM POSTER SESSIONS

**A Presentation Made at the 33rd National Junior Science and Humanities Symposium**
**April 27-30, 1995, Huntsville, Alabama**
Regional Director's Meeting

By

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# INTRODUCTION

The Pacific Region Junior Science and Humanities Symposium has operated for fourteen years as a region of the National Junior Science and Humanities Symposium. Throughout its tenure the Pacific Region program has been sponsored by the Department of Defense Dependents Schools headquartered in Okinawa, Japan. Its structure in many ways is similar to that of the National Junior Science and Humanities Symposium yet in one way, in deviates substantially. It is to this difference that I attend in the following paragraphs.

A number of factors influence the structure of the Pacific Region Junior Science and Humanities Symposium. First, we believe that parts of the Pacific Region Symposium (in as much as is possible) should be structured like the general science research meetings and symposia of societies like the American Chemical Society, The International Union of Environmental Education, and others where the results of current research are reported. Further, we feel our student researchers should experience research paper presentations in the same or similar format to those of the meetings held by the national and international research community. Increasingly, gatherings of such professional science and science education societies are structured to include two types of research report presentations: formal presentations, and; informal poster presentations (Wilde, 1995, Kennedy, 1995).

In response to this trend, the Pacific Region Junior Science and Humanities Symposium has included poster sessions as part of its annual gathering for the past eight years. The following discourse is an attempt to describe the method used to program, manage and judge these poster sessions while at the same time accommodating all of the Symposium related relevant variables. The description also includes some information focused upon evaluation of papers presented in these

sessions. Albeit somewhat confusing at first to people not experienced with this type of planning and management, the process described below has been highly successful in the Pacific Region. Where our experience suggests a need for change, I have included the projected change or changes.

The second structurally focused factor effecting the Pacific Region Symposium is that of student participation. All students who attend our symposium have completed at least one of the following tasks. They have completed a research project, and have written a research report or they have completed a research proposal and plan to complete the research project in the future. While the amount of time available to make formal research proposal and report presentations during our Symposium is limited, prohibiting all students who attend from making formal presentations we feel all students who attend the Symposium should participate in the Symposium as more than observers. Further, we feel all that all attending students have valuable research information to share with their student colleagues. All students, therefore, who do not report the results of their research formally are required to report their research results informally in poster sessions.

The third Symposium structure factor is that of originality. Students who begin research projects with the intent of Symposium attendance must, to the maximum degree possible, conduct original research. We feel the results of original research are always important to the research community, even though their application, in the case of beginning researchers, may be limited. Students are signaled of the importance of their research, and their own importance as researchers when they are required to report the results their projects to others.

A fourth structural factor is our feeling that the Symposium should provide students the maximum amount of educational experience possible. Poster sessions guarantee that presenters and non-presenters as well will meet new students, learn new

ways to attack problems, learn new vocabulary, practice verbal skills in a non-threatening environment, identify new ways of presenting information, and more.

## POSTER SESSIONS

This section of my presentation as well as the Appendices (A, B, and C) to the presentation includes information focused upon aspects of poster session programming, management, and judging. I have attempted to write the following subsections of this document as succinctly as possible yet include sufficient details so that readers can use the document as a blueprint for construction of their own poster sessions. The fear of being too turse is real!

*Number of Poster Sessions*. The number of poster sessions planned each year depends upon the number of students who must make poster presentations. The number poster presentations to be made is in turn determined by: (1) the total number of students who attend the Symposium, and; (2) the number of students selected to make formal research paper presentations. Twenty-six research projects are usually selected for formal presentation. During the March 1995 Pacific Region Symposium at Tsukuba City, Japan nine poster sessions were included. Three poster sessions were conducted during each of three poster session periods. Much of the following discussion is based upon the inclusion of nine poster sessions in the Symposium.

*Types of Poster Sessions*. Plans for the 1996 Pacific Region Symposium will incorporate two changes to the poster session structure. First, we plan to set aside specific sessions for grade eight participants. The grade eight sessions will be separate from poster sessions in which grades nine through twelve Symposium participants will

make presentations. The second change is that poster sessions will focus on categories of research. For 1996, we plan to include the following categories: biological sciences; social sciences, and; physical sciences, engineering sciences and mathematics. Poster session presenters are to be placed in sessions based upon the focus of their research projects.

*Participants Per Poster Session*. The number of students included in each session is determined by several factors: (1) the size of the room, rooms, or area in which the session/s are to be held. Consideration must also be given to the number of students who will meet informally with poster session presenters, as well as the number of judges who will evaluate students' projects. The task of students if they are not making a poster presentation is to visit with presenters, and learn as much as possible about the research presented by their colleagues; (2) the amount of wall space upon which posters can be placed. This factor is important since poster size of a meter by a meter is allowed. Tables upon which to stand typical science fair presentation boards are not provided, nor is their use consistent with poster presentations found at professional research society meetings.

*What Poster Presenters Do During Poster Sessions*. In a poster session where a student displays his or her poster, he or she: (1) remains close to the poster, and; (2) is available to answer questions and discuss the research which was conducted. Questions are likely to come from three sources: judges; attending students not presenting a project during the particular session, and; Symposium visitors.

*Judging Poster Presentations*. All research projects and proposals included in poster sessions are evaluated. Each session presentation is judged by at least three separate judges using a category system which includes Likert type scaling. Students

and their projects are evaluated in three categories as shown in Figure 1. Each sub category is given a score of between zero and three. "Evidence of Originality" in the EXPERIMENT section, for example, can be scored 0, 1, 2, or 3.

Note should be made of the two statistics subcategories. In the EXPERIMENT category, "use of appropriate statistics" might be problematic to some evaluators because all research projects do not necessarily lend themselves well to statistical analyses or to descriptive statistics. This sub category is evaluated realizing it is as important to understand when statistics are not relevant to a study as it is to select and use proper statistics in another study. It follows that a value of "3" could be awarded to the presenter for not electing to conduct a statistical analysis of study data. Similar logic applies to scoring the "interpreted relevant statistical tests" sub category under PRESENTATION.

The total presentation score a judge awards a student is the simple sum of the three major category scores EXPERIMENT, POSTER, and PRESENTATION. The total possible score for the three categories are: EXPERIMENT = 24; POSTER = 18; PRESENTATION = 18, thus the total possible score a single judge can award is 60 points.

The final score a presentation receives in a poster session is the simple sum of the scores awarded by the three individual judges. The total possible score that can be awarded is 180 points.

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**EXPERIMENT**

- evidence of originality
- evidence of individually developed procedures
- isolation of variables
- control of variables
- use of appropriate statistics
- sufficient data collected
- data supported conclusions
- statement of limitations provided

**POSTER**

- problem/hypothesis clearly stated
- display easily interpreted
- pictures/drawings/outline of procedures
- technical aspects met - size maximum 1M x 1M
- relevant non-repetitious material displayed

**PRESENTATION TO JUDGE**

- abstract provided
- clear summary of procedures
- reference to relevant literature
- provided suggestions for further research
- discussed conclusions
- interpreted relevant statistical tests

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Figure 1. Poster Session Evaluation Categories.

*Poster Session Judges*. Poster session judges are drawn from attending symposium sponsors. To accomplish the judging task as thus far described, approximately one judge is required for every five projects presented in the poster format. This planning factor is effected by the length of the poster sessions. We try to limit the number of poster presentations to be judged by a single judge in a poster session to four.

*Poster Session Awards*. Poster session winners are not identified, although this practice was used to make session awards for the first six years that poster sessions were held. We often found; however, that first place poster presentations in one session received lower total evaluation scores than lower placed presentations in other sessions. For the past two years all project evaluations lumped together following the sessions. Presentations are then rank ordered based upon their scores, and awards subsequently made to the projects with the highest scores.

The total number of projects selected each year to receive awards depends upon the number of awards available. Our philosophy is to reward the maximum possible

number of presenters. During the 1995 Symposium we presented twenty seven awards to poster session presenters. This year, research textbooks were provided as awards. In the past, however, we have provided handbooks of chemistry and physics, and dictionaries as awards.

The number and source of awards changes from year to year. During the years when handbooks of chemistry and physics were awarded, the books were donated to the Pacific Region Symposium by CRC Press of Boca Raton, Florida. Now poster session awards are purchased form various sources.

***Length of Poster Sessions***. Poster session length depends upon: (1) the number of available judges; (2) the number of students who will present in each session, and; (3) the number of students who will be talking to presenters. Pacific Region poster sessions are one hour long. During the 1995 Symposium nine poster sessions were conducted as previously mentioned. Approximately 1/2 day is required to conduct nine poster sessions. The sessions were conducted during three session periods (see Appendix C). Three poster sessions were conducted at the same time during each session period. Further, a fifteen minute break down and setup period was allowed between each session period.

***Assignment of Students to Poster Sessions***. Students are assigned randomly to poster sessions. The task is, however, not as simple as it first appears. Care must be taken to insure that when judges assigned to judge student projects the projects are not from their school. Conversely, assignment is eased because there are no other symposium activities being conducted at the same time as the poster sessions. All students are assigned to sessions by their symposium registration number. Several computer programs have been used in the past for this task. They include AppleWorks

database, Microsoft Exel, and Microsoft Access. For additional details see Appendix A to this document.

*Assignment of Judges to Students*. Sponsors are assigned first to serve as judges in specific poster sessions (see Appendix B to this document). Then they are assigned to judge specific projects (care must be taken not to assign judges to student projects from their respective schools). This task is accomplished using symposium registration numbers. Although not done previously, in 1996, registration numbers will be coded so the school of origin can be rapidly identified for all participants. The task will be accomplished by adding a third letter to the alpha portion of the registration code. In this manner, participants from one school can be identified by the letter, "A," participants from another school by the letter, "B," and so on. This year a student registration code looked as follows, ST007, while a sponsor from the same school received SP004 as a registration code. For the 1996 Symposium, those individuals would be programmed as STA007 an SPA004, respectively. Indendifying students and teachers from the same school then becomes easy. STA coded students are easily identified as coming from the same school as SPA coded sponsors, and thus not matched in the judging assignment process. The same computer programs are used with this task as are listed in the previous section (Assignment of Students to Poster Sessions).

*Identification of Students Within Poster Sessions*. Students are identified within poster sessions by their registration number. Accordingly, each poster presenter is asked to place his or her symposium registration number of a piece of yellow sticky paper. The paper upon which the registration is written is placed near the upper right corner of the poster. This allows judges to rapidly identify the projects they must evaluate.

# SUMMARY

The inclusion of poster sessions in a Junior Science and Humanities Symposium provides an opportunity to involve all student symposium participants in the research presentation process. Programming, managing and judging such sessions is made easy using computer power even though symposium managers must contend with large numbers of variables as part of the programming process.

# REFERENCES

Kennedy, M., Personal conversation. University of Colorado, Boulder, January 1995.

Wilde, P., Personal conversation. Office of Naval Research, Tokyo, Japan, March 1995.

## APPENDIX A

### Examples of Student Assignments to Poster Sessions

***Steps.*** The first step in symposium programming and the one which eventually leads to the assignment of students to poster sessions occurs before students register for the Symposium. In the symposium programming phase each person to attend the Symposium is assign an alpha numeric registration code. Examples of those codes are provided in Table A-1. The alpha portion of the code is used to identify symposium participants as either students or non-students. The two alpha segments shown in Table A-1 are SP and ST. The ST segment is used for student Symposium participants only, while the SP code is reserved for non-students.

The second part of a registration code is the three digit numeric portion. The first numeric code shown in the Table A-1 is 001. Additional codes are assigned sequentially in the order Symposium applications are received without regard for whether the participant is a student or a non-student.

When Symposium participants register they are asked to remember their alpha numeric code, and are informed that many Symposium assignments have been made by registration code.

**Table A-1**
**1995 Pacific Region Symposium Registration Information**

| REGISTRATION NUMBER | NAME | ROOM ASSIGNMENT |
|---|---|---|
| SP001 | OSNER, R. | R101 |
| SP002 | SUYAMA, T. | R102 |
| SP003 | SCHLENKER, R | R127 |
| SP004 | OWENS, U. | R309 |
| SP005 | SYKORA, W. | R307 |
| SP006 | HAYAKOWA, MR. | R107 |
| SP030 | SAXTON, S. | R315 |
| SP034 | MCGINNISS, TERRY | R230 |
| SP043 | FULLERTON, C. | R215 |
| SP044 | JOURNEY, JIM | R530 |
| SP045 | DUGGLEBY, WM | R105 |
| SP046 | TAYLOR, VICKI | R415 |
| SP047 | PENELL-WILCOX, D. | R330 |
| SP048 | FALLON, BROCK | R325 |
| SP069 | JOE YAKURA | R124 |
| SP070 | PASTEL, ROSS | R104 |
| SP071 | SCOTT JOHNSON | R103 |
| SP072 | GRUBER, BETTY | R430 |
| SP073 | SPAIN, JULIAN | R326 |
| SP091 | MASON, EDGAR | R301 |
| SP095 | THOMAS, JOHN | R501 |
| SP099 | BRILEY, ANNE | R201 |
| SP100 | WEAVER, JIM | R510 |
| SP122 | SULLIVAN, DAVID | R106 |
| SP132 | LARSON, ROGER | R520 |

| | | |
|---|---|---|
| SP136 | THOMPSON, ED | R320 |
| SP140 | MARTZ, SUSAN | R324 |
| SP149 | ROBERTSON, J. | R310 |
| SP156 | FERRANTE, TONY | R327 |
| SP162 | CHAPMAN, SALA | R402 |
| SP163 | AKIKO YOSHIKAWA | R125 |
| SP181 | AZUSA JOHNSON | R126 |
| SP182 | MOORE, TED LEE | R123 |
| ST007 | RAHMAN, S. | R116 |
| ST008 | SUPACHANYA, S. | R4 |
| ST009 | GOFF, ANGELA | R2 |
| ST010 | CUMMINGS, J. | R508 |
| ST011 | PARK, EUGENE | R111 |
| ST012 | KIM, JIMI | R3 |
| ST013 | HAN, JENNIFER | R2 |
| ST015 | LEE, SUE | R3 |
| ST016 | MATSUYAMA, GINA | R4 |
| ST018 | BOYLES, DEBORAH | R1 |
| ST019 | LOH, REBECCA | R4 |
| ST020 | ASADA, MATT | R503 |
| ST023 | CHO, HEA E. | R1 |
| ST024 | SWANSON, TERESA | R311 |
| ST025 | DURBIN, ELLEN | R2 |
| ST026 | SO, JANET | R308 |
| ST028 | AHN, SARAH | R1 |
| ST029 | LEE, JEE | R3 |
| ST031 | SEPARA, VALERIE | R303 |
| ST032 | LOMAN, SHELDON | R526 |
| ST033 | SMITH, JOURDAN | R306 |
| ST035 | MATSUO, J. | R414 |
| ST036 | WHITTINGTON, J. | R318 |
| ST037 | GOODMAN, M. | R222 |
| ST038 | CZUPRYK, J. | R213 |
| ST039 | GARDNER, R. | R221 |
| ST040 | PETTIS, N. | R113 |
| ST041 | DOMINGO, K. | R217 |
| ST042 | HEW, IRIS | R225 |
| ST049 | WOLFF, SHANNON | R321 |
| ST050 | MCLEOD, JAMIE | R417 |
| ST051 | DUMONCEAIX. N | R219 |
| ST052 | BORGESON, C. | R204 |
| ST053 | REIHER, SARAH | R426 |
| ST054 | KLINE, ALISON | R409 |
| ST055 | FOLEY, RYAN | R512 |
| ST056 | SEAMAN, NAOMI | R302 |

| | | |
|---|---|---|
| ST058 | POLK, MISHA | R423 |
| ST059 | WOOLFORK, BRENT | R121 |
| ST060 | KIMBLERN, M. | R408 |
| ST061 | CLEGG, MELISSA | R211 |
| ST062 | MALINAO, SYM | R529 |
| ST063 | PLISKA, JIMMY | R114 |
| ST064 | GARDNER, G. | R220 |
| ST065 | BAYLOCK, THOM | R505 |
| ST067 | POLK, KHARY | R115 |
| ST068 | TROEMNER, K. | R313 |
| ST074 | AZURIN, E. | R504 |
| ST075 | DELONG, GRACE | R216 |
| ST076 | DORMAN, ALICIA | R218 |
| ST077 | HAUFEMEISTER, B. | R517 |
| ST078 | JACKOWSK, JAMES | R403 |
| ST079 | KEVERLINE, TIFF | R406 |
| ST081 | MAFFEO, ZION | R528 |
| ST082 | MAPANOO, JASON | R122 |
| ST083 | MAXIE, EVAN | R109 |
| ST084 | OSHIRO. TAMMY | R421 |
| ST085 | PETRONZIO, ADAM | R112 |
| ST086 | SHIMABUKURO, Y. | R304 |
| ST087 | VILLARTA, ROBERT | R120 |
| ST088 | WALKER, ERICA | R316 |
| ST089 | WHITE, BETHANY | R317 |
| ST090 | WILLIAMS, MIKE | R328 |
| ST092 | HWANG, JOHN | R521 |
| ST093 | MILLER, VIRGINIA | R418 |
| ST094 | SZOKA, CHRIS | R118 |
| ST096 | HAYNES, LUCINDA | R224 |
| ST097 | CARLSON, AMANDA | R208 |
| ST098 | TURNER, K. | R314 |
| ST102 | AYERS, COLLEEN | R202 |
| ST103 | HSIEH, CHIA | R229 |
| ST104 | OVERTON, ANGIE | R422 |
| ST105 | KAHLEY, MATTHEW | R515 |
| ST106 | WILLIAMS, KERI | R319 |
| ST107 | ADAMS, JOSEPH | R502 |
| ST108 | BRANDERHORST, M | R205 |
| ST109 | LIGOCHIN, EMILY | R411 |
| ST110 | PSINGAN, RUTH | R424 |
| ST111 | KARASKO, KRISTIN | R404 |
| ST112 | KESSEL, ROBERT | R523 |
| ST113 | RIDGEWAY, F. | R427 |
| ST114 | ZOGLMAN, JOANNA | R323 |

| | | |
|---|---|---|
| ST115 | JONES, RYAN | R522 |
| ST116 | BENGAMIN, DIANA | R203 |
| ST117 | SMITH, JESSICA | R305 |
| ST118 | LOFTIS, AMANDA | R412 |
| ST119 | MINKLE, PATRICIA | R419 |
| ST123 | DELA CRUZ, R. | R511 |
| ST124 | HAYNES, GRAHAM | R518 |
| ST126 | SPIRES, SIRMA | R329 |
| ST127 | HIRATSUKA, C. | R227 |
| ST128 | LOUTHAN, JAMES | R527 |
| ST129 | CHISENHALL, B. | R210 |
| ST130 | BERNARDO, J. | R506 |
| ST131 | SHAW, JEFFERY | R117 |
| ST138 | MATSUNO, RAYNA | R413 |
| ST139 | TODD, LINSEY | R312 |
| ST141 | MCGREVY, KYLE | R110 |
| ST142 | DANIELS, LISHA | R214 |
| ST143 | GANN, HAWAN | R513 |
| ST144 | LACOURSE, T. | R410 |
| ST146 | LEE, BRYAN | R525 |
| ST147 | HILL, FUNMILAYNO | R226 |
| ST148 | CURRY, DARREL | R509 |
| ST150 | RABUYA, GAIL | R425 |
| ST151 | CREDENOLA, B. | R507 |
| ST152 | MCGRATH, TINA | R416 |
| ST153 | GRONDIN, BLAISE | R516 |
| ST154 | GROFF, CYNTHIA | R514 |
| ST155 | HOSAKI, RALPH | R519 |
| ST157 | BROWN, JENNIFER | R207 |
| ST158 | HOLZ, REBECCA | R228 |
| ST159 | LE BEC, LANRENT | R524 |
| ST160 | WYSIN, DAVINA | R322 |
| ST161 | KELLEY, AMBER | R405 |
| ST165 | CEDEL, BECKY | R209 |
| ST166 | ROA, JETREX | R428 |
| ST169 | CLEMONS, KENDRA | R212 |
| ST172 | GRIER, AMANDA | R223 |
| ST173 | ROBY, SHANIS | R429 |
| ST174 | BRONSON, MARY | R206 |
| ST175 | NEWELL, MELISSA | R420 |

Student formal research paper presenters are the first people to be identified as part of the Symposium poster session programming process. All students not selected to make formal presentations are assigned to poster sessions. When assignments to poster sessions are made, the computer database or spread sheet used is sorted alphabetically from A to Z by students last name. An entry from 1 to 9 is then made in the poster session field of students computer record poster. The entries are made sequentially from Poster Session 1 to the end (in the case of the Pacific Region Symposium for 1995, to 9). If the first student assigned to a poster session, is assigned to Poster Session 1, then the next student in the alphabetical listing is assigned to Poster Session 2. An example of that assignment is shown in Table A-2. Examination of Table A-2 shows some students registration codes have additional numbers included parenthetically after the code. ST009, for example, is followed by "(19)." Likewise, ST025 is followed by "(19)." The parenthetically included numbers identify research project partners. Students ST009 and ST025, therefore, worked on the same research project.

When students register for our Symposium they are given two documents related to poster sessions. First is the one shown in Table A-2, and the second is a Symposium Schedule of Events. They are asked to locate the poster session, to which they have been assigned, by consulting Table A-2. Subsequently, student poster session presenters are asked to identify the location and time of the poster session by consulting the Symposium Schedule. A copy of the schedule is included as Appendix C.

Table A-2
Assignment of Students to Poster Sessions 1-9

| POSTER SESSION 1 | POSTER SESSION 2 | POSTER SESSION 3 |
|---|---|---|
| ST009 (19) | ST007 | ST010 |
| ST025 (19) | ST035 | ST042 |
| ST054 | ST074 | ST049 |
| ST077 | ST096 | ST058 (20) |
| ST102 | ST143 | ST064 (20) |
| ST138 (10) | ST144 | ST065 (7) |
| ST139 (10) | ST151 (23) | ST068 (7) |
| ST150 | ST155 (23) | ST083 |
| ST169 (3) | | ST113 |
| ST173 (3) | | |

| POSTER SESSION 3 | POSTER SESSION 4 | POSTER SESSION 5 |
|---|---|---|
| ST010 | ST011 (15) | ST015 (16) |
| ST042 | ST012 (15) | ST029 (16) |
| ST049 | ST039 | ST037 (11) |
| ST058 (20) | ST040 | ST038 (11) |
| ST064 (20) | ST085 | ST060 (19) |
| ST065 (7) | ST087 | ST061 (19) |
| ST068 (7) | ST116 | ST088 |
| ST083 | ST146 (8) | ST093 |
| ST113 | ST147 (8) | ST127 |
| | ST148 | ST130 |

| POSTER SESSION 7 | POSTER SESSION 8 | POSTER SESSION 9 |
|---|---|---|
| ST018 (18) | ST041 | ST008 |
| ST024 (18) | ST067 | ST062 |
| ST026 (13) | ST081 | ST076 |
| ST028 (13) | ST090 | ST079 |
| ST036 | ST092 | ST114 |
| ST075 | ST118 | ST129 |
| ST078 | ST126 | ST153 |
| ST115 | ST152 (12) | |

ST117 ST154 (12)
ST172 ST157

## APPENDIX B

### Assignment of Judges to Poster Sessions and Students

Table B-1 provides an example of the assignment of judges to research projects. The Table does not include the entire cadre of judges who evaluated research posters during the 1995 Symposium but rather, just a sample. Judges are listed at the tops of the fields and the research posters they will judge vertically under a respective judges name. Judge Briley whose Symposium registration number is 099, for example, has bee assigned to evaluate students whose registration numbers are 025, 054, 102, 169 and so on. Notice that there is a 1/ in front of each of those numbers. The 1/ indicates these students are assigned to Poster Session 1. Following the Poster Session 1 assignments, notice in Briley's list, 4/011/012. The 4/ indicates a judging assignment in Poster Session 4. The 011/012 means the research project is the work of two students. The registration numbers of the students who conducted the project are 011 and 012. In this manner, every research project is assigned at least three judges. Upon further examination, we find that Thompson also judges student 025 along with Briley.

Every judge is normally assigned as a judge in three of nine Poster Sessions.

**Table B-1**
**Judging Assignments of Specific Individuals**

| BRILEY 099 | CHAPMAN 162 | FALLON 048 | FERRANTE 156 | GRUBER 072 |
|---|---|---|---|---|
| 1/025 | 2/143 | 2/035 | 3/010 | 2/074 |
| 1/054 | 2/144 | 2/074 | 3/042 | 2/096 |
| 1/102 | 2/151/155 | 2/096 | 3/156 | 2/143 |

| | | | | |
|---|---|---|---|---|
| 1/169 | 5/015/029 | 5/127 | 6/016/023 | 5/037/038 |
| 4/011/012 | 5/037/038 | 5/130 | 6/053/063 | 5/130 |
| 4/040 | 5/088 | 5/131 | 6/084 | 5/131 |
| 4/116 | 8/090 | 5/141 | 6/086 | 5/141 |
| 4/146/147 | 8/092 | 8/041 | 9/079 | 8/067 |
| 7/075 | 8/126 | 8/067 | 9/114 | 8/081 |
| 7/078 | 8/162 | 8/081 | 9/153 | 8/090 |
| 7/117 | | 8/152/154 | | |
| 7/172 | | | | |

| SULLIVAN 122 | SYKORA 005 | THOMAS 095 | THOMPSON 136 | WEAVER 100 |
|---|---|---|---|---|
| 1/054 | 2/007 | 3/049 | 1/025 | 1/009 |
| 1/138 | 2/035 | 3/065/068 | 1/102 | 1/077 |
| 1/139 | 2/151/155 | 3/083 | 1/138 | 1/139 |
| 1/173 | 5/060/061 | 3/085/064 | 1/169 | 1/150 |
| 4/011/012 | 5/088 | 6/089 | 4/039 | 4/039 |
| 4/087 | 5/093 | 6/123 | 4/085 | 4/040 |
| 4/146/147 | 5/127 | 6/128 | 4/116 | 4/148 |
| 7/018/024 | 8/041 | 6/158/159 | 7/018/024 | 7/075 |
| 7/115 | 8/126 | 9/008 | 7/026/028 | 7/117 |
| 7/117 | 8/152/154 | 9/076 | 7/031/032 | 7/172 |
| 7/172 | 8/157 | 9/129 | 7/115 | |
| | | 9/162 | | |

## APPENDIX C

### Spring 1995 Pacific Region Symposium Schedule

Poster sessions are normally conducted on the same day. In the 1995 Symposium, poster sessions were conducted on Monday between 8:30AM and noon. Poster Session 1 was located in Conference Room 1 between 0830 and 0930, and so on.

**Figure C-1**
**Spring 1995 Pacific Region Symposium Schedule**

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## SYMPOSIUM SCHEDULE MARCH 26-31, 1995

| | |
|---|---|
| **SUNDAY** | *MARCH 26* |
| 1100 | Depart Yokota Air Base Officers Club |
| 1500-1600 | Register at the Tsukuba City Training Center |
| 1700 | Dinner |
| 1900 | Sponsors Meeting - Location to be Announced |
| 2300 | Lights Out |
| | |
| **MONDAY** | *MARCH 27* |
| 0700 | Breakfast |
| 0830-0930 | Poster Sessions 1 (Conference RM 1), 2 (Conference RM 2) & 3 (First Floor of the Training Center) |
| 0945-1045 | Poster Sessions 4 (First Floor of the Training Center), 5 (Conference RM 1) & 6 (Conference RM 2) |
| 1100-1200 | Poster Sessions 7 (Conference RM 2), 8 (First Floor of the Training Center) & 9 (Conference RM 1) |
| 1200 | Lunch |
| 1300 | Field Trip A - Tsukuba Mountain<br>Field Trip B - Kasama Pottery Factory<br>Field Trip C - High Energy Physics Institute |
| 1800-2000 | Stand-up Reception at Tsukuba University (University Hall) |
| 2100 | Sponsors Meeting - Location to be Announced |
| 2300 | Lights Out |
| | |
| **TUESDAY** | *MARCH 28* |
| 0700 | Breakfast |
| 0830 | Grades 9-12 Formal Presentation Session I (Tsukuba City Hall)<br>Field Trip D - Geology Institute |
| 1200 | Lunch |
| 1300 | Grade 8 Formal Presentation Session I (Tsukuba City Hall)<br>Field Trip E - Geology Institute |
| 1630 | Shopping Trip in Tsukuba City |
| 1745 | Sponsors Meeting - Location to be Announced |
| 1800 | Dinner |
| 1915-2100 | Grade Eight Research Seminar 1 (Training Center Conference Room 2) |
| 2300 | Lights Out |

| | |
|---|---|
| **WEDNESDAY** | *MARCH 29* |
| 0700 | Breakfast |
| 0830 | Grades 9-12 Formal Presentation Session II (Tsukuba City Hall) |
| | Field Trip F - Tsukuba Botanical Gardens * |
| 1000 | Guest Speaker - William Duggleby U. S. Embassy Tokyo |
| 1030 | Grades 9-12 Formal Presentations |
| 1200 | Lunch |
| 1300 | Field Trip G - Sericulture Institute |
| | Field Trip H - Construction Research Institute |
| | Field Trip I - Tsukuba Mountain |
| 1730 | Sponsors Meeting - Location to be Announced |
| 1800 | Dinner |
| 1915-2100 | Grade Eight Research Seminar 2 (Training Center Conference Room 2) |
| 2300 | Lights Out |
| **THURSDAY** | *MARCH 30* |
| 0700 | Breakfast |
| 0830 | Grade Eight Formal Presentation Session II (Tsukuba City Hall) |
| | Field Trip J - Geology Institute |
| 1200 | Lunch |
| 1300-1600 | Field Trip K - Martial Arts Ishiga City |
| | Field Trip L - Martial Arts Ishiga City |
| | Field Trip M - Martial Arts Ishiga City |
| 1630-2100 | Cultural Exchange Program - Ishiga City |
| 2300 | Lights Out |
| **FRIDAY** | *MARCH 31* |
| 0700 | Breakfast |
| 0900 | Awards Ceremony (Tsukuba City Hall) |
| 1100 | Sponsors Meeting - Location to be Announced |
| 1130 | Checkout of the Training Center |
| | Lunch |
| 1200 | Bus to Narita Airport |
| | Bus to Haneda Airport |
| | Bus to Yokota Air Base |

*** Admission fee is 20 yen per student; two adult sponsors - free admission.**

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